

**Gavrilova Anastasia Nikolaevna**

1<sup>st</sup> year graduate student of  
the Institute of Foreign Languages of  
Ryazan State University named for S.A. Yesenin  
Russia, Ryazan

**Academic supervisor: Maryanovskaya Elena Leonidovna**

Dr Ed., director of the Institute of Foreign Languages of  
Ryazan State University named for S.A. Yesenin  
Russia, Ryazan

## **SUBSTITUTION TABLE AS AN EFFECTIVE MEANS OF FORMATION OF READING AND SPEAKING SKILLS IN A FOREIGN LANGUAGE**

***Abstract.** The article explores the role of a substitution table in the formation of foreign language speaking skills of senior students. Being an effective means a substitution table, if used communicatively, may serve an asset for forming integrative functional reading and speaking skills.*

***Keywords:** teaching foreign languages, reading skills, communicative competence, monologue and dialogue, the potential of substitutional tables.*

**Гаврилова Анастасия Николаевна**

магистрант 1-го курса Института иностранных языков  
ФГБОУ ВО «Рязанский государственный университет  
имени С. А. Есенина»  
Россия, г. Рязань

**Научный руководитель: Марьяновская Елена Леонидовна**

канд. пед. наук, доцент, директор Института иностранных языков  
ФГБОУ ВО «Рязанский государственный университет  
имени С. А. Есенина»

## ПОДСТАНОВОЧНАЯ ТАБЛИЦА КАК ЭФФЕКТИВНОЕ СРЕДСТВО ФОРМИРОВАНИЯ ИНТЕГРАТИВНЫХ УМЕНИЙ ЧТЕНИЯ И ГОВОРЕНИЯ НА ИНОСТРАННОМ ЯЗЫКЕ

***Аннотация.** В статье анализируется методический потенциал подстановочной таблицы как одного из типов заданий, способствующего взаимосвязанному формированию умений чтения и говорения на иностранном языке старших школьников.*

***Ключевые слова:** обучение иностранным языкам, умения чтения, коммуникативная компетенция, монологическое высказывание, диалогическое высказывание, потенциал подстановочной таблицы.*

«Teach to speak by speaking, teach to read by reading» is a well-known rule but it is correct solely to some extent because it is impossible to teach a foreign language relying upon memorizing the rules and performing various drills.

The four major skills should be integrated from the very beginning of foreign language education, and materials and activities used in class should reflect real life situations [4, pp. 61-81]. For instance, it is better to give tasks in reading first and then a task in listening because it facilitates students to find a way to solve a semantic problem without haste. In this case reading is a means of teaching listening [3, p. 59]. Texts for reading may serve as a structural and semantic scaffolding for students being taught to speak a foreign language. Vocabulary learnt from texts may be further employed in oral speech. In turn, speaking helps students to memorize grammatical constructions and thereby ensures effective reading [6, p. 54]. This integration ensures flexibility of education process and contributes to the most effective formation of students' basic and functional skills.

When a teacher plans and organizes a foreign language class, he or she should take the aforementioned assumptions into consideration. It means that a teacher should

make an additional set of tasks which allow not only using the material of textbooks as effectively as possible, but also ensuring development of basic and functional skills.

One of the most effective ways to develop skills is the integrated teaching of reading and speaking a foreign language. Having analyzed a number of textbooks (Afanasyeva O.V., Mikheeva I.V., Evans V., Dooley J., Obee B. «Spotlight-11»; Afanasyeva O.V., Mikheeva I.V. «English-11») for the senior schoolchildren, we have arrived at the conclusion that sometimes the methodological potential of texts for reading is not fully revealed and used. It means that the process of formation of functional skills of students can also be distorted.

Therefore, when planning lessons, the teacher should supply the missing links in the lesson design, relying on the textbook material. (We adhere to the point of view of Ya.M. Kolker and E.S. Ustinova, who define a link as a unit of the educational process, which includes a number of tasks, united by approximately identical requirements for the distribution of attention between form and content) [5, p. 28]. It is the link that ensures the gradual transition from simpler tasks to more complex ones, from less communicative to more communicative ones. Moreover, such organization of the lesson allows students to prepare for tasks in speaking more thoroughly.

So, while planning a lesson observing its main stages (presentation, practice and performance) and arranging tasks as a sequence of successive links, the teacher can use a substitution table as one of the most effective ways to form functional skills [5, p. 45]. A well-known substitution table has much more to offer than it is customary to believe. It is mistake-proof because the same structure is repeated with different lexical content. The tasks in combining micro-dialogues or micro-monologues are of great communicative value. In this case, the given communicative intentions leave considerable freedom for creativity and for expressing the students' attitude to the object of discussion. [5, p. 61].

Having analyzed the text offered by the authors of the textbook for the eleventh grade of the series «Spotlight», we may conclude that it contains cultural and historical information, and it will help to expand the horizons of the students and develop their socio-cultural competence. However, the task of the textbook presupposes speaking

tasks without preparation («Compare and contrast the two types of Victorian families» [1, p. 22]), we consider it necessary to offer intermediate tasks that will aim at developing reading skills. In our opinion, a substitution table with the offered answer options is an effective task which prepares students for making up their own utterances. Relying upon the principle of communication, which implies comprehension of the communicative situation and the communicative aim of the task itself, we have transformed the instruction, and we can offer the following task: «Imagine that you are giving a lecture to the pupils from the 6<sup>th</sup> form about Victorian families. Using the substitutional table tell your teacher and classmates about Victorian families' way of life. Pay a special attention to the contrasts between Upper and Middle Class Families and Working Class Families. Place the most striking peculiarities first».

*E.g. Upper/Middle class families lived in large houses whereas working class families lived in small ones.*

*Substitution table 1*

Upper/Middle class children were taken care of by a nanny,	whereas but	the head of working class families worked in a factory.
The father of Upper/Middle class family worked in banking or insurance,		working class families went to cheap music halls or gardens which had fairgrounds.
For entertainment, Upper and Middle class families visited museums and new parks,		working class children were under the supervision of their elder brothers and sisters.
Upper/Middle class families lived in large and comfortable houses,		the mother of working class family was responsible for all the household chores.
The mother of Upper/Middle class family usually spent her time planning dinner parties or		working class families had to live in a single room.

visiting her dressmaker or friends,		
--	--	--

This task will be both structural and communicative scaffolding for students while making their own utterances. When completing the task, students review grammatical structures and lexical material on the topic of the lesson. It should be noted that only thorough preparation ensures the students' freedom in construction of their own statements. It allows them to observe the intonation pattern and the natural tempo of speech. Thus, the right balance between fluency and accuracy is established. In its turn unprepared and unsupported speaking will lead either to making mistakes in the form or in the use of linguistic phenomena, or to long pauses and hesitations that distort the rhythmic-melodic pattern of an utterance [5, p. 66].

Statements compiled on the basis of a substitution table can serve as an asset to encourage «supported communication». For example, in the speaking task, which will be the last one in the lesson plan, students should conduct a comparative analysis and give their comments on the topics discussed: «Compare and contrast the two types of Victorian families and share your opinion about such ways of life. Give your comment relying on the text and your background knowledge.» Such a communicatively oriented instruction allows the students to share their knowledge and express their attitude to the topic under discussion.

With the help of substitution tables, we can successfully form simple skills of communication. Students express their opinions, based on the material offered in the table, ask questions and answer briefly, express agreement or disagreement with the interlocutor.

So, the purpose of our task is to make micro-monologues based on the text for reading. We believe that the inclusion of a micro-monologue in a dialogue will be more effective because it allows to take into account all the components of the communicative situation. We can offer the following instruction: *Listen to your friend who is skeptical about the role of this or that architect. Make up a short speech confirming your opinion and persuade your deskmate that the role of the architect was really great. Make use of the text and the substitution table* [2, p. 71].

*E.g.* - I don't think that Matvey Fyodorovich Kazakov is a great architect. I know only some private houses designed by him.

- Oh, no! You are not right. Besides private houses he designed two royal palaces, two hospitals, the building of Moscow University and the Kremlin Senate.

- I see. I think you are right. Matvey Fyodorovich Kazakov is really a great architect.

*Substitution table 2*

I think	F.B.Rastrelli	is a great	he designed Lenin
I am sure	F.O. Shekhtel	architect	Mausoleum, the Kazan
I suppose	A.N.Voronikhin	because	Railway Station in Moscow.
In my opinion,	A.V.Shchushev		he was the author of
To my mind	M.F.Kazakov		numerous industrial buildings
I believe			and structures and designed
			the Yaroslavsky Railway
			Station in Moscow.
			he completed numerous
			private residences, two
			hospitals and the old building
			of Moscow University.
			he took part in painting of
			hallway of Troitse-
			SergievaLavra.
			he built the official residences
			of the Russian royal family in
			the city of St. Petersburg.

In conclusion, we would like to say that the success of speaking a foreign language fluently depends, first of all, upon the teacher's ability to turn practice into a chain of interesting semantic and speech tasks, while observing the principle of graded difficulties and the principle of communication. The teacher should involve students in

the learning process, giving them the opportunity to express their views on the issues discussed and organizing interaction within the lesson. The main thing is to supply the necessary language material, which may turn a monotonous drill into decision-making, so that seemingly conservative ways of practicing (e.g. a substitution table) may give the students an impulse to express themselves.

## REFERENCES

1. Afanasyeva, O. V., Dooley, J., Mikheeva, I. V., Evans, V., Obee, B. Spotlight-11: uchebnik dlya obsheobrazovatel'nykh uchrezhdeniy. – 2-e izdaniye. – M.: Express Publishing: Prosvesheniye, 2009. – 244 s. [Afanasyeva, O. V., Dooley, J., Mikheeva, I. V., Evans, V., Obee, B. Spotlight-11: Textbook for educational institutions. – the 2d edition. – M.: Express Publishing: Enlightenment, 2009. – 244 p.]

2. Afanasyeva, O. V., Mikheeva, I. V. Angliyskiy yazik. XI klass: uchebnik dlya obsheobrazovatel'nykh uchrezhdeniy i shkol s uglublennim izucheniem angliyskogo yazika s prilozheniem na elektronnom nositele. – 5-e. izdaniye. – M.: Prosvesheniye, 2013. – 254 s. [Afanasyeva, O.V., Mikheeva, I.V. English. XI class. Textbook for educational institutions and schools with in-depth study of English with a supplement on electronic media. – the 5<sup>th</sup> edition. - M.: Enlightenment, 2013. – 254 p.]

3. Van, Qinling, Kolker, Ya. M., Ustinova, E. S., Maryanovskaya, E. L., Rysskuiy kak inostranniy: prepodavaniye s oporoy na rodnoy yazik I yazik-posrednik. Kollektivnaya monografiya. – SPb.: Alef-Press, 2019. – 381 s. [Van Qinling, Ya.M. Kolker, E.S. Ustinova, E.L. Maryanovskaya Russian as a Foreign Language: Teaching Based on Native Language and Language-mediator. Collective monograph. St.P. Alef-Press, 2019. – 381 p.]

4. Kolker Ya. M., Kriuchkov V. A., Liferov A. P., Ustinova E.S., Sheina I. M. A Global Perspective as a Vehicle for Education: Uchebnoe posobie dlya studentov vuzov / Ya. M. Kolker, V. A. Kriuchkov, A. P. Liferov, E. S. Ustinova, I. M. Sheina. – M.: OOO «Izdatel'skiy centr Azbukovik», 2005. – 364 s. [Kolker Ya. M., Kriuchkov V. A., Liferov A. P., Ustinova E. S., Sheina I.M. A Global Perspective as a Vehicle for

Education: textbook for University students / Ya. M. Kolker, V.A. Kriuchkov, A.P. Liferov, E.S. Ustinova, I.M. Sheina. – M.: ООО «Editorial centre Azbukovik», 2005. – 364 p.]

5. Kolker Ya. M., Ustinova E. S., Yenalieva T. M. Prakticheskaya metodika obucheniya inostrannomy yaziky: Uchebnoe posobie dlya studentov filologicheskikh facultetov vysshyyh pedagogicheskikh zavedenii /Ya. M. Kolker, E. S. Ustinova, T. M. Yenalieva. – 3-e. izdaniye. –Ryazan: ZAO «Priz», 2011. – 332 s. [Kolker, Ya.M.,Ustinova, E.S., Yenalieva , T.M. Practical Methodology of Teaching a Foreign Language: textbook for students of philological faculties of higher pedagogical institutions /Ya. M. Kolker, E. S. Ustinova, T. M. Yenalieva. –the 3d edition. – Ryazan: ZAO «Prize», 2011. – 332 p.]

6. Mirolyubov A.A. Metodika obucheniya inostrannim yazikam:traditsii i sovremennost / A. A. Mirolyubov. – M.: Titul, 2012. – 464 s. [Mirolyubov A. A. Methodology of Teaching Foreign Languages: Traditions and Modern Times / A. A. Mirolyubov. – M.: Title, 2012. – 464 p.]